Reflective Curriculum Planning Process

(California Preschool Curriculum Framework, Volume 3, page 31)

- The process is a recurring cycle; some part of the process always is engaged for individual children, small groups, and large groups.
- Reflection is the “glue” that connects the various components of the process.

- The components of the curriculum-planning process are implemented repeatedly in daily routines and activities and across environments, materials, and interactions.
- Documentation is a process as well as a product.
Curriculum Planning Cycle

**Define**
- Observing
- Documenting
- Planning
- Implementing

The Reflective Curriculum Planning Process

![Diagram of the Curriculum Planning Cycle]

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Introduction to the Framework: Unit 1, Key Topic 3
Curriculum Planning Cycle

Reflective Curriculum Planning Process

• How and when are observations done?
• What are the systems for documentation?
• How is reflection supported and facilitated?
• How and when does planning occur? Who is involved?

Reflective Curriculum Planning Process

• How does planning address individual children, child-initiated activities, small group activities, large group activities, and teacher-directed activities?
• How do observations and reflection influence daily routines?
• How are families involved in the planning process?
• What stood out for you from this exploration of the curriculum-planning process?

• What was particularly interesting or engaging? What was concerning or confusing?

• What questions did this raise for you about using this curriculum-planning process in your teaching? Which component(s) do you feel you can do? Where would you like more support?

• What is one idea or strategy you learned about the curriculum-planning process that you will apply in your work with children and families?
What are some ideas, concepts, or strategies that you learned from this class session?

Which ones reinforced what you have already learned or experienced? Which ones were new or caused you to think differently about teaching preschool children and/or engaging their families?

Why do you think the content of this class session was presented the way it was? How did this approach help you understand the content? What else would have helped?

How will you decide what to apply from this class session in your work with preschool children and/or their families? What will you do to ensure you will implement what you have decided to use?